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ABSTRACT

This document contains ten information modules designed for use in an industrial supervisory training seminar. The first module focuses on the role of the supervisor. Topics include a definition of supervision and its four basic functions: planning, organizing, directing, and controlling. The second module deals with authority, power influence, and the supervisor's responsibility. The third module concerns itself with the use of the informal organization that exists in all industries; uses and disadvantages are explored. Module 4 focuses on human relations in organizations. The fifth module deals with morale; topics include factors that influence morale, unions and morale, and improvement techniques. Module 6 deals with the motivation of people. Problems of handling grievances and taking disciplinary actions is the subject of module 7. The eighth module deals with communication, and its topics include purpose, barriers, techniques, channels, and written versus oral. The ninth module focuses on the training of employees; topics include methods and techniques, purpose of evaluation, and the art of questioning. The last module, on managing time, deals with time pressures and how to make more time available for dealing with top priority items. (JH)

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INTRODUCTION

The supervisory training seminar which you are about to participate in has been funded by the State Department of Education of West Virginia, the Bureau of Vocational, Technical, and Adult Education. This seminar is funded as a research and demonstration project. As a participant, your cooperation in evaluating this program is of the greatest importance. After the evaluation of this program is completed it is the intention of the Bureau to make this training available to industry all over the state.

The seminar will deal with the solving of human problems because it is the first line supervisor/foreman who is involved with the guidance of people on a day to day basis. We hope that by participating in this seminar you will be able to increase your supervisory skills and gain new insights into dealing with people. The primary purpose of this training is to help you build more effective methods of personally dealing with your work unit and company.

There are ten modules which have been developed. These modules have been written so that you can explore the major concepts of effective supervision. We hope that they will contribute to your skills, knowledge, values, interpersonal relations and personal growth.

The first module is an overview of the supervisory functions. The objective here is to define the functions common to all supervisors. Many of the things supervisors do are never stated in the job description. At the end of this module you should know what your role is in regard to the management of production.

The second module concerns itself with authority, power, and personal influence. The primary purpose is to help you develop an effective style of leadership in directing the work of others.

The third module deals with the use of the informal organization that exists in all industries. We will explore its uses and disadvantages. The objective here is to use the informal group to achieve a better working relationship with your work force.

The fourth module deals with human relations. Human relations involves the way we think and act toward other people. In one way or another the whole job of a supervisor deals with human relations. The objective of this module is to introduce and place in perspective your way of dealing with other people.

The fifth module deals with morale. The morale of your company, and work unit, will affect its production, the customers and the personal lives of individuals. It is a part of human relations and the objective of this module is to help you improve the morale of your work unit.

The sixth module deals with motivation of people. People are motivated by many things. The objective of this unit is to give you some practical insights into influencing the work unit and contribute to your understanding of why people behave as they do.

The seventh module deals with the problems of handling grievances and taking disciplinary action. The objective here is to help you form a personal plan of effectively and efficiently dealing with these problems while on the job.

The eighth module deals with communication. The art of effectively communicating is a skill which all supervisors should develop. The objective here is to increase your skill in communication and to make you aware of some of the things that can block communications between you and other people.

The ninth module deals with the training of employees. The objective here is to increase your skill in training and to help you implement the demonstration method of teaching.

The tenth and last module is managing your time. The objective of this module is to help you deal with time pressures and how to make more time available for dealing with top priority items.

As a participant in this seminar we hope that you will be open, honest, and contribute your experiences and thoughts to the group. The seminar will be informal and its success will depend upon the active discussion of all participants.

You will be asked to complete an inventory dealing with human relations before and after the seminar. Any information asked for that is of a personal nature will be strictly confidential. We will be more than happy to provide all participants with the evaluation results of the program.

It is our desire that this training experience will not only be beneficial to you but, that you will find this experience to be interesting and enjoyable.

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The Role Of The Supervisor

What is Supervision, Why is it necessary, What does a Supervisor do, The four basic functions, Planning, Organizing, Directing, Controlling.

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MODULE - A

OVERVIEW OF SUPERVISOR'S ROLE

THE ROLE OF THE SUPERVISOR

What is Supervision?

The standard definition of supervision is the process of getting things done with and through other people.

Why is it necessary?

Whenever a group of people decide to reach certain goals, we need to have a supervisor to organize and coordinate the activities of the group. Supervision is necessary because in today's world one person cannot do everything needed to live. A person needs to cooperate with other people. This means that we have got to work together to produce our product.

What does a supervisor do?

Lawrence Appley has come up with the following ten commandments of supervision:

1. Identify the people of an organization as its greatest asset.
2. Make a profit in order to continue producing our product.
3. Approach every task in an organized, conscious manner so that the outcome will not be left to chance.
4. Establish definite, long and short range objectives to insure greater accomplishment.
5. Secure full attainment of objectives through general understanding and acceptance of them by others.
6. Keep individual members of the team well adjusted by seeing that each one knows what he is supposed to do, how well he is supposed to do it, what his authority is, and what his work relationships with others should be.

7. Concentrate on individual improvement through regular review of performance and potential.
8. Provide opportunity for assistance and guidance in self development as a fundamental of company growth.
9. Maintain adequate and timely incentives and rewards for increase in human effort.
10. Supply work satisfaction for those who perform the work and those who are served by it.

The Four Basic Functions

The supervisor has four basic functions to perform. These are:

1. Planning
2. Organizing
3. Directing
4. Controlling

These functions are performed by all supervisors at all levels of activity where people must pool their talents to reach an objective but they do not perform them to the same degree.

Generally speaking, the top level of management is primarily concerned with planning and organizing. They coordinate their activities with the first line supervisors, whose primary concern is with directing and controlling.

In this module we will introduce you to all four functions. All of the four functions are interrelated and are performed daily, so regardless of the level of supervision you occupy, we hope that the material contained in this manual will help you to become a better supervisor and run a more efficient, productive operation.

SUPERVISORY FUNCTIONS

Planning

Planning can be defined in many ways, but in its simplest form it is predetermining a course of action. Planning is done by selecting the best answer to the following questions: Where are we now? Where do we want to go? How are we going to get there?

In order to answer these questions you must: (1) be able to see the work situation as a whole, (2) be able to break down the whole situation into workable parts, (3) attempt to use constructive imagination and be creative with ideas, (4) be objective, (5) be able to measure the effectiveness of work unit and (6) be able to avoid being bogged down by details.

Effective planning assures company survival. In today's environment supervision must constantly make decisions on expenditures, manpower levels, inventory levels, purchase of materials and purchase of equipment. Because of the uncertainty of the future, supervisors must plan. The failure to plan is planning to fail.

Companies that plan effectively always require that their supervisors plan their work to coincide with the overall company plans. Supervisors who plan their work are far more likely to achieve results and be more successful than those who don't.

The benefits of good planning are listed below:

1. Jobs and work are coordinated, work gets done on time.
2. Duplication of efforts by employees can be avoided.
3. Good relations and coordination can be worked between different units in the organization.
4. People are assigned to jobs that use their highest skills.
5. Greater job control is attained.
6. Costs can be reduced or minimized.
7. Employees know how their jobs fit into the total pattern of operations.
8. Quality of work performed can be improved.
9. Wage costs can be reduced.
10. Equipment and materials can be ordered on time.
11. Waste can be minimized.

The ability to plan effectively is the keystone among the essentials of effective leadership and supervisory practice. Plans and planning can be done in a variety of ways and sometimes is not a formal process.

Problem Solving

Generally, planning is thought of in terms of problem solving. Problems arise when there is a discrepancy between how things are, and how they are supposed to be. Once those definitions are made the question is how can we get from where we are to where we want to go? The answer is a plan of action. There are five basic steps to the planning function.

1. Define the problem.

   Making a diagnosis involves stating the problem. This will be a statement of what exists now and how it differs from what it should be. At this point you will have to decide if the problem is to be given a high priority or low priority.

2. Identify the causes of the problem.

   This step requires you to make judgements about and describe the causes of the problem. Pay special attention to evidence that will tend to confirm or deny your judgement of each cause. This will be valuable information if you are required to modify or change your objectives. Once this is done you select the most important causes of the problem and you are ready to move to step three.

3. Design the solution.

   In designing a solution for the problem you seek out as many alternatives as possible. Each of the proposed remedies must be evaluated. You do this by listing the advantages and disadvantages of each remedy. You must take into consideration effectiveness, side effects and the cost of each remedy. After this is accomplished you choose the most profitable solution. Now you are ready to make the final judgement about the cost effectiveness and the priority the solution should have.

4. Develop and implement the solution.

   Once the solution has been designed, (preferably with an alternate solution to insure flexibility) you develop the remedy and the steps needed to implement it. Included in this step is the development and implementation of an evaluation design. After going through all this you want to be able to tell if the solution will work. Be sure to communicate the nature of the remedy and the method for implementing the remedy to all the employees concerned.

5. Monitor and evaluate.

   In this last step you monitor the progress of implementation through reports and observation of critical information. You also evaluate the effectiveness of the solution to see if the desired changes are brought about and that the solution contributes to the achievement of the organization's objectives.

This five step process is applicable to all problems whether they be scientific research, equipment trouble shooting, personnel problems, or supervisory decision making. Different applications may require a different emphasis of a part of the process but the process remains the same.

If the causes and remedies do not require significant change in the achievement of people, new objectives will probably not be developed. If we require people to improve their skills and knowledge, motivation, and above all the quality of their judgements, then the objectives will probably have to be changed or modified in order to successfully implement the remedies.

Organizing

No matter how powerful a combination of men, money, machines and materials a company may have, it will not function without an organized team effort behind it.

Organizing the work unit can be described as the supervisor's ability to coordinate all the resources of the work unit toward the achievement of the company's objectives. In practical terms it means that you, as the supervisor, must assign the right person to do the right job so that the most efficient and effective work situation is realized. Without organization, the work unit becomes a mob and their efforts are left up to each individual making up the group. Everybody would be pulling in a different direction.

In order to organize an effective and efficient work unit, the supervisor must know and understand what the objectives of the company are, and what part his work unit plays in accomplishing these objectives.

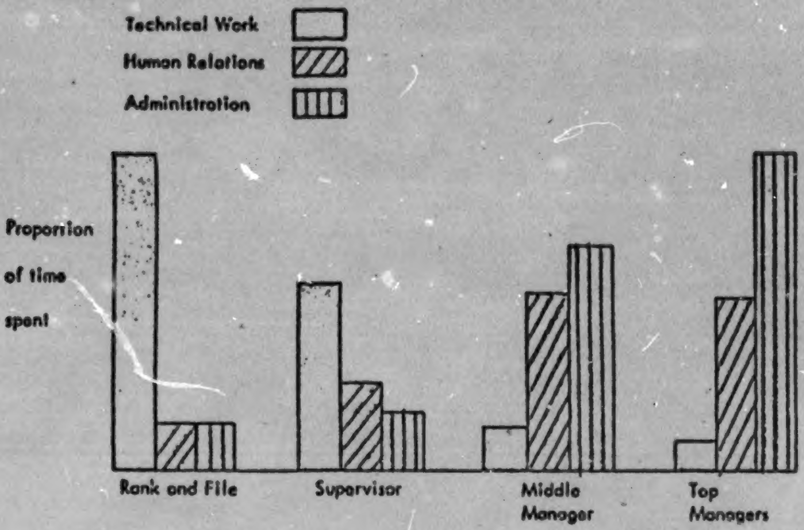
Line and Staff Functions

Most companies are organized according to line and and staff functions. Staff functions refer to those work units or activities that provide services to the line or producing segments of the company. Line functions are those work units which actually produce the product or service of the company.

For example, a person who works in the purchasing department performs a staff function and a foreman who is in charge of a work unit, which actually manufactures the product, is performing a line function.

Regardless of which position you occupy as a supervisor, line or staff, the differences in job functions are primarily one of degree. The principles of organization apply equally to both the line and staff functions. The following chart shows this in graphic terms.

Changing Nature of Job Functions as People Grow in Rank in the Organization



Principles of Organization

The following principles of good organization developed by the American Management Association are listed below:

1. Definite and clear-cut responsibilities should be assigned to each first line supervisor.
2. Responsibility should always be coupled with corresponding authority.
3. No change should be in the scope of responsibilities of a position without a definite understanding to that effect on the part of all persons concerned.
4. No supervisor or employee occupying a single position in the organization should be subject to definite orders from more than one source.

5. Orders should never be given to subordinates over the head of the responsible manager.
6. Criticism of a subordinate should be given privately.
7. No dispute or difference between supervisor and employer as to authority or responsibilities should be considered too trivial for prompt and careful settlement.
8. Promotions, wage changes, and disciplinary action should always be approved by the supervisor immediately superior to the one directly responsible.
9. Any supervisor whose work is subject to regular inspection should, whenever practical, be given the assistance and facilities necessary to enable him to maintain an independent check on the quality of his work.
10. No supervisor or employee should ever be required or expected to be an assistant to and a critic of another person at the same time.

To put it another way, you as a supervisor must:

A. Develop an organizational structure by identifying and grouping the work to be performed according to the objectives you are responsible for.

B. You must delegate the work to be performed to others; entrusting them with the responsibility, authority and the accountability for results.

C. As a supervisor you are responsible for creating the conditions that are necessary for the mutually cooperative efforts of the work unit.

Directing

The supervisory function of directing is concerned with giving instructions, orders, and guidance to production workers in order to achieve the objectives of the company. The act of directing consists of three major elements.

1. Orientation to the general philosophy of the company and its policies and rules; as well as the work unit for which you are responsible.
2. Training the workers so that they may attain the skill needed to carry out their assignments, as well as to prepare them for additional responsibilities.
3. Issuing detailed instructions to guide the workers daily tasks.

As a first line supervisor you are responsible for the technical operations assigned to you. Your success as a supervisor, and your advancement in the company, will depend to a large degree upon how well you make effective job assignments.

In order to make effective job assignments you must possess both the technical knowledge needed to carry out the operations of your work unit and the leadership skills of directing other people.

Delegation

Obviously if you are to make effective job assignments you must know what to delegate and what not to delegate to your workers.

The following activities can generally be delegated to the workers under your supervision:

1. Problems that require technical or mechanical skills.

2. Activities which are described in the worker's job description.
3. Jobs which the worker will ultimately be responsible for.
4. Problems and/or activities which you feel your workers can handle and, if done by them, will conserve your time.

As a supervisor in charge of a work unit you generally cannot delegate the following activities:

1. Planning - it is your responsibility to prepare the operational plans for your department.
2. Morale problems - these are problems which require the attention of you personally, and the company will expect you to have the skills to deal with them.
3. Conflict resolution - if two or more of your workers have a conflict with each other, it is your responsibility to correct the situation. You are the leader of the work unit, so lead.
4. Coaching of employees - it is to your best interest to see that the workers in your deparment or work unit, develop their capabilities to the fullest.
5. Personal assignment - if your boss assigns you a task to do, don't pass the buck to someone in your work unit. If he wanted one of your workers to do it, he would have said so.
6. When there is no one qualified to do a job other than the supervisor, you must do it.

As a general guide to directing the efforts of other people, Don Fuller has listed what he calls the Ten Commandments for giving orders.

1. Know what has to be done yourself before you attempt to tell someone else what to do.

This does not mean you have to have an intimate knowledge of the details of methods but you should certainly know the objectives and inform your workers of them.

2. If you have already decided on a specific method, tell the worker.

There is nothing so exasperating to a worker than to be told, after he has done something, that he has done it in the wrong way. If there is a special way in which you want it to be done, he should certainly be told so. If you fail to do this, you would be wrong to criticize him for doing it another way.

3. Fit your communications to the intelligence, the ability and the experience of your workers.

This calls for a knowledge of your workers, of their weaknesses, and of their strengths. It calls for recognition of the fact that the form taken by an order or instruction may differ widely. What would be adequate in one case would be inadequate in another. It also implies the existence of a climate-created by you-in which a worker does not hesitate to ask for clarification when he needs it.

4. Make your directions precise and accurate without overloading them with details.

What is precise and accurate usually requires no explanation to make it clear. If you overload your directions with a lot of detail the worker may get confused or receive the directions inaccurately.

5. Be sure the subordinate understands the directions. Repeat and explain to the extent necessary.

One way of finding out whether a person does understand is to ask them to repeat the instructions. It is not sufficient that they understand what you say, but that they understand it in the same sense you do.

6. Write out involved or complicated instructions.

This forces you to proceed more logically and your workers will have less excuse for misunderstanding.

7. Don't give too many orders at a time.

A worker who has more than he can handle is a confused and ineffective employee.

8. Avoid impatience, anger or sarcasm in giving orders.

If you've picked the right man for the job, his failure to produce or understand is probably not due to his lack of skill, but to your lack of direction.

9. Be sure that present orders do not conflict with previous ones and that they conform to the proper line of authority.

10. Make it clear that you will not interfere unnecessarily but that you will retain control.

Controlling

People have a right to know how they are doing on the job. The injustices done to people in the name of saving them embarrassment are multiplied over and over again. What greater disservice can be done to a person than to keep from him the facts about his work performance so that he can do nothing about improving his situation? If his talents are not being fully utilized where he is, is it not a service to him to do everything possible to help him equip himself adequately for the position or to find another where he fits?

The function of controlling is to measure and correct the performance of the workers under your direction and, to make sure that the company's objectives are accomplished. The controlling function is composed of three basic elements: (a) establishment of standards of performance, (b) measurement of performance against the standards, (c) correction of substandard performance.

Performance Standards

Performance standards can be set for any job. The following guide lines can be used for establishing effective performance standards.

1. Performance standards should be jointly developed by the supervisor and employee to insure understanding and reduce areas of disagreement.
2. Performance standards should include the basic results expected. Including the defining of all important duties, responsibilities and functions of the worker's job.
3. Performance standards should have enough flexibility to remain effective despite disruption of plans.

The measurement of an employee's performance must focus upon the employee's work and not on the individual.

No employee is capable of making a proper contribution to his company or work unit, until and unless, he knows what he should do and what he may do. It is a mistake to assume that any person is capable of evaluating his own work performance unaided. He may be pretty sure he's doing a good job but, before he really can know he must be told by his supervisor.

The supervisor measures a worker's performance through the use of reports, formal and/or informal, and by personally observing the worker at his job.

Measuring Performance

Any measurement must show the difference between the standards of the worker's job and what the actual performance of the worker is. In order to do this effectively, performance measurement must:

1. Be done on a daily basis.
2. Be accurate and objective.
3. Be stated in specific terms of results such as:
    - A. How many units are produced?
    - B. How much time did it take?
    - C. What quality is the work?
    - D. What methods were used?
    - E. What were the percentage of errors?
    - F. What is the employee's attitude toward his job?
    - G. What knowledge does the employee need?
4. Be communicated to the worker in clear concise language.

No performance report, pleasant or unpleasant, should come as a surprise to a worker. In fact, if the performance standards have been properly set, and the measurement of the worker's performance is accurate, the worker should be able to prepare a report on himself which is almost identical with that of his supervisor's.

One of the worst possible situations can exist in a company when a worker is afraid to bring his mistakes and shortcomings out into the open and feels compelled to hide or disguise them. This climate usually exists when a worker feels that to seek advice or assistance will subject him to embarrassment or criticism.

Correcting Performance

It is your job as a supervisor to let your workers know what can be done and should be done to correct substandard performance. Usually a worker makes mistakes because he doesn't know any better.

You, as a supervisor, should make it clear that mistakes, even though undesirable, occur in the best of organizations and when they do occur everyone benefits when they are brought out in the open and examined.

In order to correct a worker's performance and prevent mistakes a supervisor should be aware of the six basic sources of human error which are:

1. Carelessness
2. Indifference
3. Ignorance
4. Incompetance
5. Confusion
6. Pressure

Substandard performance due to (1) carelessness and (2) indifference cannot be tolerated and must be dealt with firmly. The worker who is habitually careless or indifferent about his job is a menace to any operation and may have to be terminated.

(3) Ignorance, which is defined as not knowing how to do the job, or (4) incompetance, not being able to perform the job, may or may not be correctable. Whenever these two sources are the cause of poor performance, it is probably because the person was a poor choice for that particular assignment or because you as a supervisor did not provide the worker with the assistance or advice that was needed. In either case it would be wrong to blame the worker.

The next cause or source of poor performance is (5) confusion—usually a confusion of ideas which lead to a confusion of how to perform the job. A confused worker is always an unsure and ineffective worker.

Most job confusion results from the worker receiving conflicting orders from his supervisor. The likelihood of an intelligent supervisor giving two directly contrary orders is remote but, what generally happens is that an order is given which is unexpected.

Workers, after they have been on the job, expect a certain routine. Their jobs usually follow a set pattern; if that pattern is broken by the supervisor, by suddenly issuing another order, the worker becomes confused and ineffective. This usually occurs when something, or somebody disturbs the set routine of production. The confusion results from a lack of understanding on the part of the worker as to why the change is necessary.

This is why change is resisted. Change asks us to achieve an old effect with a new cause. A good supervisor can eliminate confusion by explaining any change from the normal routine at the time he makes the job assignment. You do not have the time to explain every order, but you should take the time to explain any order which conflicts with the normal production pattern.

The final basic cause of mistakes is (6) pressure. The average worker always works under some degree of pressure or stress. On occasion a worker can produce effectively for a limited period of time under very high pressures but if the pressures or stress continues for any length of time, it will drive him off the deep end. Excessive pressure may be unavoidable at times, but it is never good.

Adults are subjected to many kinds of stress, not just job pressures, but family problems, financial problems, and social problems; all of which can affect job performance.

Multiple stresses are peculiar in that the pressure produced is greater than total stress of the parts. Job problems which are normally bearable become intolerable if a man is distracted by family problems. The pressure of job problems and family problems interact so that the stress produced is intensified in both areas.

You as a supervisor have to judge the work load your people can handle comfortably. When a worker shows signs of strain, be alert for outside stress, such as, phone calls from home, changes in lunch habits, or any unusual behavior patterns. If you are reasonably certain that the pressure is coming from the outside, you should take the preliminary step of reducing job pressure. This is the only area over which you have direct control and it may allow a person to solve their problems. If this doesn't work, you may have to resort to a confidential talk to get at the root of the problem to see if you or the company can help so that the person can return to being an effective production worker.

Value of Controls

Generally speaking the value of the control function is that it:

1. Provides an objective basis for appraisal.
2. It encourages initiative.
3. It encourages self-appraisal and self-development.
4. Provides the basis for effective efficient production.
5. Contributes to morale improvement.

MODULE - B

AUTHORITY, POWER, INFLUENCE AND THE SUPERVISOR'S RESPONSIBILITY

AUTHORITY, POWER, INFLUENCE
AND THE SUPERVISOR'S RESPONSIBILITY

What is authority?

To understand the role of the supervisor, the nature of his authority and responsibility must be considered. Authority can be viewed as the right to make decisions and to enforce them. In order to be successful a company must get people in the organization to accept the patterns of authority needed to accomplish the objectives of the company.

Recognition of Authority

Most people have been taught from early childhood to respect authority. All of us recognize that there are laws, rules, and orders that must be obeyed if we, as a nation, a company, or as individuals, are to survive. Can you imagine what would happen in a city where no traffic laws existed, where you could drive on any street, in any direction, at any speed, with total disregard to anyone else? The end result would be that it would be so dangerous that no one would be able to go anywhere without fear of being killed.

In order to accomplish the goals of the company we need people who have the authority to plan, organize, direct and control the efforts of people, materials and machines. Without this authority the company would be like the city without laws.

Because people recognize the need for authority, most workers expect to take orders from a supervisor designated by the company. Sometimes workers submit to authority willingly because they get satisfaction from doing a certain job. They see that doing the work ordered contributes to a worthy and desirable objective. Worker satisfaction stems from the feeling a worker has about his self respect. At other times workers accept authority because they fear punishment if they do not do as they are told.

In discussing the recognition of authority you should recognize that workers are affected by some orders more than others. Generally, the worker has a good idea of the job to be performed and as long as he perceives that the orders issued fall within what he considers his job, he will act without question.

When orders fall outside of what the worker expects to do in a job, the supervisor may have to explain why the action on the part of the worker is necessary.

The manner in which you direct the efforts of the people under your supervision will depend upon your approach to the authority you exercise. There are three basic approaches to the use of authority. These are the exercise of authority through power, influence, and personal leadership.

The Use of Power to Secure Obedience

Power is the ability to supply something someone needs and cannot get elsewhere. There are two sides to the use of power. The negative side of power is the ability to inflict penalties. The positive side of power is the ability to supply rewards.

People obey the holder of power because of the fear that he will punish them by withholding some important satisfaction or reward.

Sources of Power

Supervisory power flows through a chain of command which has as its basic source our recognition of private property. The institution of private property refers to the rights of the owners to run their business as they see fit. This right or power can be delegated to the company officers who, in turn, delegate power to the plant manager. The plant manager delegates power to the department heads, and they delegate power to the supervisors.

The use of power to establish patterns of behavior is very important. Its importance is derived from its potential use rather than from its actual use. What is important is the anticipation of a penalty because it motivates the worker to behave as the supervisor wants. The actual use of a penalty makes clear to the employees what will happen if other rules or orders are disobeyed.

The ability of the holder of power to supply rewards also influences behavior. The fear of missing or not getting rewarded in the future stimulates the workers to put forth effort in the present. The effect of a discharge or a pay raise is often as great on the other workers as on the man involved. All workers anticipate consequences of their own action and determine this by what happens to other people.

To avoid the corrupting use of power, sharp limits have been placed on its use by government regulations, legal codes, and by company policy. The list of "Thou shalt nots" is formidable.

One of the greatest limits to the use of power is that it is ineffective in generating the feeling of personal obligation and initiative that is needed in a modern business organization. When men respond to power alone, they become "yes men". They focus their attention on pleasing the boss rather than getting results on the job. Because of this, workers tend to stress things that are easiest to see and gnerally will do only the minimum amount of work required.

The Use of Influence

Influence differs from power in that it results in a voluntary expression on the part of the worker. Webster defines influence as the act or power of producing an effect without apparent exertion of force or direct exercise of command. The most appealing aspect to the use of influence over raw power is that people who are influenced by others still retain a sense of self-determination. They have been persuaded, not forced. This, of course, has a great effect on motivation, morale, and human relations in general.

Building Influence

Building influence can be accomplished through devices of status, channels of information, and team building. If supervisors can become sources of influence they will be able to encourage and stimulate the voluntary acceptance of the company's guidelines and controls on the part of the workers. If the use of influence is accepted by the top management of an organization, then people outside the formal chain of command will be allowed to get their ideas accepted. This concept can be very beneficial where a person may have special knowledge concerning a specific subject or aspect of the company's operation. Influence, if recognized, may lead the supervisor, workers, and upper management, to adopt and adapt desirable changes in their behavior and production operations.

Status

Status can be used to build influence through the use of:

1. Titles

The use of a title helps a person to be influential. For example, assistant to the production vice president sounds more important than expeditor or chaser. The very fact that you have the title of supervisor infers that your authority, and responsibility, are more than those of a worker.

2. Pay

The amount of pay a man earns is significant as a status symbol. It is widely accepted that the more a man is paid the more influence he has. If a man's subordinates know that he is paid a relatively high salary they generally listen to what he says. The very distinction between being paid a salary instead of being paid by the hour may be a status symbol. (Although many salaried people would probably prefer to be paid by the hour).

3. Office space

The location and size of a person's office are symbols of importance. Employees are quick to notice differences in offices and attach significance to them.

4. Privileges

Certain privileges are accorded people of status. Such things as, not having to punch a clock, separate eating places, or reserved parking spaces are all status symbols and help to build influence.

Status symbols do help to build influence but they should be attached to the position one holds, and not to the person. The person who takes authority and its symbols personally, is apt to find his sphere of influence drastically reduced. Supervisors in this position usually resort to the exercise of power in order to control their workers.

Channeling Information

Another way to build influence is by gaining access to the communications network of the company. The supervisor who is "in the know", one who has pertinent, reliable, and current information is more infleuntial than the one who does not have information. Full information concerning their various areas of production should be given to all supervisors. Accurate decision making depends upon sound information.

Team Building

The supervisor plays a dual role, first as a representative of management to the workers and secondly as a representative of the workers to management. How you, as a supervisor, fulfill these roles determines in great part your influence.

The more weight you pull at the front office the more influence you have with your workers, and the more respect you have from your workers, the more influence you will have at the front office.

It is important to you as a supervisor to use the established chain of command and it should be equally as important for your supervisors. If a supervisor is by-passed and someone else gives orders to your workers your influence will be diminished. The front office can enhance the supervisor's influence by publicly endorsing the supervisor's decision. A supervisor can build up his influence with his workers by publicly backing them when the need arises.

Blending Power and Influence

Separating power and influence is helpful for analysis, but in reality they are very close together. Power is not generally used except under exceptional circumstances or conditions, but we must remember that the fact that power is there is what makes possible the influence relationship.

The experience of many organizations indicates that the potential use of power helps in inducing a united, efficient effort. Checks on the abusive use of power are wise, but power should be available to the supervisor.

When a good working relationship exists for a period of time it tends to become normal. Once this happens, the awareness of power tends to disappear into the background of the relationship. This kind of relationship occurs when the supervisor exercises his authority through a blending of power and influence. This blending produces the concept known as personal leadership.

Personal Leadership

Personal leadership is authority that is exercised by the blending of power and influence. The supervisor who exercises his authority through the use of power alone derives his power from the organization alone. The leader obtains his power from the group he supervises as well as from the formal organization. The work group gives the leader power because he is the one best able to fill the needs of the group. In other words, leadership authority comes from giving job satisfaction to those who are led and the cornerstone of satisfaction is self-respect.

The amount of satisfaction a person receives is a ratio of what a person expects to what he is actually able to accomplish. This means that you should give orders in such a way so as to maintain or increase the self-respect of your workers:

The supervisor who wishes to increase the self-respect of his workers should be aware of the following pitfalls:

1. Over directing

By going into minute details in issuing job instructions, the supervisor squeezes all the creativity out of a job.

2. Taking authority personally

A supervisor is not born with authority like a king. He gives orders not because he feels like it, but because the situation calls for it.

3. Withholding information

A supervisor that withholds information because "it would worry the workers" is not treating them as adults. People want to know the facts, good or bad.

4. Exercising power over people rather than power through people

The supervisor who wants power over people is confused. What he needs is power through people to get power over results.

5. Supervise the man's work not the man

It is right and proper for a supervisor to criticize a man's work, but he should think twice before he criticizes the man.

6. The fallacy of giving raises

No good supervisor ever gave a raise. They are earned by the worker.

7. Know yourself

Have you ever overslept, skipped breakfast, ran to your car and it wouldn't start and finally made it to work late, then decided to clear the air by chewing everyone out? We all have those kind of days, but don't start feuding until you take stock of the situation. Who needs the air cleared, you or the work? Before you do something, check yourself, it will pay dividends in self-respect.

8. Know your workers

Certain types of people will respond to different types of leadership.

A. The aggressive hostile person needs firm leadership. His hostility must be firmly channeled.

B. Insecure people need firm leadership because they tend to be dependent upon the leader for everything.

C. The aggressive cooperative person, also known as the "go getter", works better under leadership that provides little direction. These people will generally do the right thing on their own.

D. The individualist, or loner, will work better with little supervision if he knows his job.

9. Analyze the situation or problem before exercising authority.

Any situation or problem that calls for fast action can best be handled in a firm, decisive manner. If you face a situation or problem you don't quite understand and can't solve, ask for ideas and suggestions from your work group, and others who may have special knowledge of the circumstances.

10. Be aware of what type of group your workers belong to.

A. Untrained or undisciplined groups work best under a firm leader.

B. Stable groups, if the people work well together, need only indirect supervision. They usually solve their own problems.

C. Highly trained groups or professionals need little or no supervision. This type of group seeks information on its own, and leadership, although respected, is down-played.

Supervisory Responsibility

Leadership is part of the directing function and involves the blending of power and influence. The type of leadership you choose to exercise will depend upon (1) the personality of your workers, (2) the type of group you supervise, (3) the problem or situation you are faced with.

Whenever you are assigned a job to do you are not free to either do the work or not do it. You have an obligation to accomplish the task. In order to do this your authority must be equal to the responsibility assigned to you. The same is true when you assign jobs to your workers. They are obligated to accomplish the task given to them.

An obligation cannot be delegated. If a man is made responsible for the completion of a certain task, the fact that the task is assigned to someone else does not reduce his responsibility for seeing that the task is completed. Delegate as much as possible but supervise for results through your personal leadership.

MODULE - C

THE INFORMAL ORGANIZATION

THE INFORMAL ORGANIZATION

Nature of the Informal Organization

Informal groups are natural and fundamental formations in all our lives. Everyone belongs to several informal groups. We all belong to neighborhood groups, work groups, recreational groups, social groups and political groups. Our membership in such groups remains active as long as such groups serve our personal needs. These groups may have overlapping membership and the leader of one group may be a member of several others. The interpersonal relationships involved are complex and highly varied.

As long as there are people there will be informal groups. These groups develop spontaneously as people associate with each other on a day to day basis. In most companies informal groups organize simply because the members work near each other and they can engage in face to face communication. An informal group, however, can arise from a variety of sources. For example, groups may form because people have the same ethnic background, or come from the same geographic area, or they may have similar seniority or for any number of reasons.

Because the groups are natural formations they exist outside of the formal organization of the company we work for. Because they are not formed by the company, they cannot be abolished and therefore, they tend to be quite stable. As a supervisor your attitude toward the informal organization of these groups will in large measure determine whether they will support production or restrict it in your company.

Characteristics of the Informal Organization

Besides being a small, relatively stable group of people, there are several other conditions which characterize informal groups. One consultant has listed these as being:

1. Mutual trust.

Mutual trust takes a long time to build and can be destroyed quickly. It is established in a team when every member feels free to express his opinion, say how he feels about issues, and ask questions which may display his ignorance and disagree with any position, without concern for retaliation, ridicule or negative consequences.

2. Mutual support.

Mutual support results from group members having genuine concern for each other's job, welfare, growth, and personal success. If mutual support is established in a team, a member need not waste time and energy protecting himself or his function from anyone else. All will give and receive help to and from each in accomplishing whatever object the team is working on.

3. Genuine communication.

Communication has two dimensions: The quality of openness and authenticity of the member who is speaking, and the quality of non-evaluative listening by other members. Open authentic communication takes place when mutual trust and support are so well established that no member feels he has to be guarded or cautious about what he says. It also means that members of a good team won't "play games" with each other, such as asking "trap" questions or suggesting wrong answers to test another member's integrity. Non-evaluative listening simply means listening with "bias-filters" removed to what the other person is trying to communicate. Most people listen through an evaluative screen and tend to hear only those aspects of a communication which do not threaten status, roles, and convictions.

4. Accepting conflicts as normal and working them through.

Individuals differ uniquely from one another and will not agree on many things. An unproductive heritage left by the old school of human relations is the notion that people should strive for harmony at all costs. A good team (where mutual trust, mutual support and genuine communication are well established) accepts conflict as normal, natural and as an asset, since it is from conflict that most growth and innovation are derived.

5. Mutual respect for individual differences.

There are decisions, which in a goal oriented team, must be team decisions because they require the commitment of most or all of the resources of the team and cannot be implemented without this commitment. However, a good team leader will recognize that he is not obligated to take the advice and the team will understand this if they are told why. In a well established team, with high mutual trust and support, the leader, or any member, will be able to make a decision which commits the team. In such a team only important issues need to be worked through, and there is much delegation from leader to members, from members to members, and even from members to leader.

Effects of the Informal Organization

The informal organization can make the job of the supervisor very difficult. The informal organization can exert either constructive or destructive influences on the formal organization.

Several research studies have demonstrated that informal groups can cause workers to either strive for high work performance goals or to restrict production. The informal group can make life miserable for a supervisor even to the point of having the supervisor removed from the job. The supervisor should be aware that informal groups can be very strong and that they can control the worker's behavior to an extent that interferes with formal supervision. On the other hand, if the informal group and the supervisor can achieve working harmony, high morale, motivation, human relations and communications will improve dramatically.

Working With the Informal Group

If you want the informal organization to be a positive force, you should:

1. Group workers and work assignments so that those most likely to comprise a harmonious group will be working together.
2. Avoid activities that threaten or disrupt the informal group.
3. Integrate the interests of the informal group with those of the company.
4. Use the informal group leaders to disseminate information and to obtain feedback.
5. Do not give informal leaders special favors, but recognize their status as group leaders.

Use of the Grapevine

Much communication is handled through the informal network. This communication channel is commonly called the grapevine. It exists wherever people work in groups. It is quick and highly efficient in distributing news throughout the plant. It is not always accurate but it enjoys a high degree of acceptance. Workers want information about their jobs, fellow workers, future company plans, possibilities of advancement and hundreds of other things. The grapevine thrives because of these desires.

The smart supervisor will tap into the grapevine and use it to supplement the formal communications channels. When using the grapevine, the supervisor should put forth information in an honest, straight forward manner. Having the grapevine and the informal organization work for you, instead of against you, will make you a more effective supervisor. To do this well you must develop skills in human relations.

MODULE - D

HUMAN RELATIONS

HUMAN RELATIONS

What is human relations?

Human relations is simply a catch all term for the way people think about and deal with each other. The chief importance of human relations, to business, is that they are manageable.

In the past, business took the attitude that people only worked for a living because (1) they had to and/or (2) they were paid to. Both methods assumed that people must be placed under tight control in order to be productive in their jobs. In other words, a person had to be either disciplined or tempted. The cliche for this manner of motivation is the carrot and stick approach.

The modern approach by business to human relations does not consist of a single set of techniques for handling people. Since there are so many variables in human behavior this is impossible. Businesses today do not simply judge the rightness or wrongness of an action by a worker but also try to find out what the underlying causes were so that they can be dealt with.

Importance of Human Relations

Human relations are important to an organization because they have an effect upon the productivity and creativity of the individual. This being the case, they have a great effect on the profitability and efficiency of the company.

Effects of Human Relations

It is logical to assume that a company in which the workers experience a sense of dignity will usually be more productive than in a company where such feelings do not occur.

Good human relations have been credited with increasing both the tangible and intangible benefits of a company. It may show up in increased output, less waste of materials, better morale, increased cooperation between departments and better communications. Regardless of how it shows up, it is generally translated into dollars of profit for the business.

The result of poor human relations are generally easier to demonstrate than the more subtle effects of good relations. Companies that view the workers as the enemy who is out to get as much possible with the least amount of effort generally are plagued with excessive turnover, strikes, and even sabotage by their own poeple.

Obstacles to Good Human Relations

Most attempts to improve the work climate are based on some rather naive ideas. The idea that all people respond well to the personal approach is unlikely to do any harm, but on the other hand, neither is it likely to do any good. As a general rule it does not produce any significant change in the worker's attitude.

The idea that man works only for money and that good worker attitudes can be bought is wrong. Money is a powerful motivator but, it may motivate a worker in unforeseen ways. When money is used to intimidate a worker, such as unequal pay for equal work, it may induce a worker to seek revenge. Where money is used to silence a complaint, it may lead the worker to think that management does not understand his problem. It also implies that complaints are an easy way to get pay increases.

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Perhaps the major obstacle to good human relations is the first line supervisor himself. Many supervisors have been promoted to the job of managing people because they have shown superior ability in technical operations. There is a wide gap between managing materials and supervising people. If you push a button on a machine, the machine turns out work. If you push a person, the person pushes back and does no work.

The possession of authority, in some cases, may bring out the worst in a supervisor. This happens when a supervisor tends to take authority personally. When a supervisor is inexperienced on the job, he may feel that by expressing his authority he can overcome his feelings of insecurity. Sometimes a supervisor may feel that he has to be strict so that the workers know who the boss is. This tends to leave the impression that he is a dictator. (A judgement that his workers usually express in more colorful terms.)

The first line supervisor has one of the most demanding jobs in industry. If they are to be leaders, they must be part of the group with which they work. Because of their obligations to the company to accomplish the objectives of the firm, they must also be apart from the group.

As a supervisor he must recognize responsibilities to higher management and to the work unit he supervises. This dual role will continue to cause problems until he gains the respect of his work unit and proves to management that he can do the job.

There is a psychologically difficult situation in all relationships where one adult exercises authority over another. We will look closer at authority, power, influence, and the supervisor's responsibility in a separate module.

General Human Relations Problems

When we use the term, human relations problems, we are usually describing people who are angry, frightened or disappointed. The problems that most people have at work, when they have them at all, are usually symptoms of something larger. When one person has reached his boiling point there are likely to be more in various stages of overheating whose attitudes have not yet become obvious.

Some of the stresses that have an accumulative effect in the work place result from such things as: arbitrary use of authority, inadequate supervision, poor planning, lack of job security, inequitable pay, and prolonged exposure to undesirable physical conditions.

If at all possible, the supervisor should anticipate and prevent a human relations problem from developing. The functions of the supervisor will, hopefully, be designed to include this assignment. Problem prevention is a much better situation to be in than one in which you are trying to pacify all sorts of people because of some incident which has disrupted production.

If a human relations problem does erupt, there are three basic objectives which you should try to reach. None of them will be easy.

A. The first objective is to confine the problem so that it affects as few people and causes as little interruption of work as possible.

B. Secondly, you should try to reach a just settlement within the framework of company policy, union contracts, and/or local tradition.

C. The last objective is to place the relationship between the affected parties in such a condition that they can continue working together with a reasonable degree of harmony.

Specific Human Relations Problems

Even though we will look at motivation, morale, and the handling of grievances and discipline in separate modules, there are certain human relations problems encountered by supervisors every day.

The first of these are absenteeism and tardiness. The cost of these problems is much greater than the dollars lost in production. No one in your department knows better who is habitually late or tardy than the employee who is always on time. Habitual absenteeism and tardiness can lead to much grumbling on the part of other workers. If not dealt with promptly, the discipline of the work unit will deteriorate rapidly. Even more subtly, it can lead to carelessness and indifference on the part of the workers as they become convinced that the company doesn't care how they conduct themselves.

To the extent that habitual lateness is simply a bad habit, firmness on your part as the supervisor, will usually be enough to correct the problem. If the habit persists it may have deeper causes and some form of counseling may be needed or the worker may have to be discharged.

Habitual absence is more complex. It may be caused by some legitimate factor such as a medical problem which may be worked out. It may be caused by the person not wanting to work. This is easy to suspect but difficult to prove. Insistence on attendance may solve the problem but, if this approach fails perhaps the worker should be replaced.

Another source of human relations problems can be caused by denying requests or changes asked for by a worker. The most important thing for a supervisor to remember is that the worker's request is considered important by the worker. Although many requests must be denied, it is important that the reasons for doing so be valid, and that the denial is done in such a manner that the worker recognizes the validity of your reasons. You should answer any request as soon as possible and never use the unconvincing reasons of I don't think it's a good idea or it won't work because we've never done it before.

As a first line supervisor you will also have the problem of dealing with the worker who doesn't perform adequately on the job. In attempting to salvage the faltering employee, you must inform the worker what he is doing and why. Too many supervisors suffer an inadequate worker in silence or deal with substandard performance in an indirect way rather than meeting the problem head on.

Most people will try to do what is right if they know what it is. If the worker does not have the ability to do the job, perhaps it may be possible to transfer him to one he can handle. If he won't do the job,, then he needs a new supervisor or other employment.

Nothing evokes more emotion than the need to discharge a worker. Once the decision is made to fire a person, supervisors tend to view the dismissal as long overdue, while employees tend to view it as unjust and malicious.

There are four major considerations in any involuntary dismissal.

1. You must be sure that the dismissal is necessary and all other alternatives have been exhausted.

2. Recognize the need for the fired worker to vent his emotions. Even with the most careful handling a person who loses his job is likely to feel frustrated and angry.
3. Consider helping the worker find other employment. Even though it has not been traditional, there is an increasing recognition of an obligation to help.
4. Plan in advance how you will handle the reaction of the rest of the workers in your unit. Their curiosity and apprehension over a dismissed member cannot be avoided.

Every aspect of human relations in a company may be handled so that it is either a depressant or an incentive. The concern with how people work together, how they are influenced and led, should not be mistaken for softness. The strength of sound human attitudes and relationships in a company depends as much on high expectations and standards as anything else. There can be little motivation in the work place without respect for the quality of the product produced.

MODULE - E

MORALE

MORALE

What is morale?

The definitions of morale are many. It is an attitude, an esprit de corps, a state of well being and, an emotional force. Morale affects the output, the quality, and the costs of producing your product. It also affects the cooperation, enthusiasm, discipline and initiative of the work unit. Morale immediately affects you as a supervisor in your interactions with executives, as well as your dealings with your work unit, the customers who buy your product and, ultimately the community in which you live.

May the Force Be With You

Morale is always present and by itself has neither favorable or unfavorable meaning. Morale can range through a large number of degrees from excellent and positive to poor and completely negative. High morale cannot be ordered. It can be created by introducing into the work situation certain conditions which are favorable to its development.

Factors Which Influence Morale

Morale is located in the minds and emotions of individuals themselves. The factors that influence morale originate from three sources:

1. From within the workers themselves.
2. From forces outside the company.
3. From supervisory practices.

Since understanding is essential in forming attitudes, the worker's understanding of the company's various explanations will significantly affect his attitude. A worker's capacity to understand, plus his position, and status with the work unit, will influence his morale.

Forces outside the company will influence the morale of your workers. These forces, such as, family relations, social associations outside of work, and financial pressures are generally outside the control of the company and are best handled indirectly.

The most important group of factors which influence morale are directly with the realm of company control. It is the job of the top executives of your company to make certain that the general philosophy and policies of the company are carried out but, it is the first line supervisor, more than anyone else, who determines the level of the morale of the workers.

As a supervisor you are the person that interprets company policy to the work unit. You are, in effect, the company!

The worker's morale is affected by policies, procedures, communications and objectives which you as a supervisor are asked to carry out. Your leadership, the organization of your work unit, the use of rewards and discipline, and your attitude, have the greatest influence on company morale.

In many cases morale is not so much influenced by what you do in reference to the above factors but, the manner in which you do it.

Unions and Morale

The union is generally considered to be a morale factor that is outside of company control. This is not to say that the union is a negative factor, for it may well contribute toward positive morale. You, as a supervisor, can influence union members by your words and actions more than anyone else.

Determination of Current Morale

There are several ways to measure the morale of your work unit. One way is to use the experimental approach. This approach attempts to measure the mental, emotional, and physical reactions of different people to the same conditions under controlled circumstances. These are measures developed by behavioral scientists who are hired by companies as management consultants. Such measures are very expensive and are used only where the high cost is offset by the correction of a difficult situation.

You can also measure morale by personally observing the actions of people in the work situation. Are your workers surly or cheerful, despondent or happy, listless or enthusiastic, dull or alert? These actions can be excellent, although qualitative, measures of morale.

Another measure of morale can be obtained by listening to expressions or opinions of the workers concerning company policies or work conditions. The willingness or unwillingness of the employee to work and their specific complaints are important indicators of morale.

The practical measures of morale are concerned with the actions of the individuals with regard to his work. The trends in individual productivity, group productivity, quality of work, unit costs, machine breakdowns, tool losses, and material usage are all indicators of morale in a company.

These trends may be due to other factors but, a good supervisor should be able to determine the influence of morale.

Improving Morale

Where negative or low morale is found, the company causes can be divided into three major areas.

A. Some policy or practice of the company is wrong.

B. Individuals with low morale may be misinformed.

C. Individuals with low morale may hold views directly at odds with those of the company.

In the first case, the solution is obvious. The policy or action causing the trouble should be changed. This is generally easier said than done. Most of us attempt to justify our actions no matter how mistaken we are. As a result we only dig the hole deeper. People do not lose respect for a supervisor that admits a mistake but, they generally hold in contempt one who refuses to admit an error when it is obvious to all concerned.

In the case of the misinformed person the difficulty may well be a communications problem. The answer is better communications. In many cases a supervisor does not completely understand what he is attempting to communicate and the result is confusion. (The art of communications will be covered separately in this training course.)

Where an individual holds views that are directly opposed to those of the company a reasonable attempt should be made to educate the person. In some cases this might be termed propaganda or indoctrination but, if you are not trying to get across biased, untruthful or unfair information, this is legitimate. If the person fails to respond and persists in a careless or indifferent manner, a change in employment would be better for all concerned.

General Improvement in Morale

When morale is generally good, it should be handled differently than a situation where low morale exists.

A general improvement in morale can be obtained by executives of the company making a commitment to a morale building plan. They should also determine who is to be responsible for the plan.

It is the duty of every supervisor to help but, each should be told, in writing, what part they are to do in building morale and the extent of their authority and responsibility.

A morale building program should be based upon the theory that underlies it. A statement should be prepared showing the relationship between the objectives of the company and the employers. Included should be a process for integrating the interests of the company and the employees. Every supervisor should be involved in the preparation of such a statement. This way the contents of the statement become a part of supervisory action.

Specific morale duties should be prepared for all supervisors. These duties could take the form of letting the employees know of new contracts, information about expansion programs, new job openings or meetings outside the work area to discuss company policy. Frequently, some form of social or recreational activity sponsored by the company can be used to build morale. In any event, you as a supervisor should be involved in coordinating and developing these activities.

Morale Follow-up

Morale programs, like other plans, must be monitored to see how they are working. This is difficult to do because morale can be influenced by factors other than those of a specific morale building effort. Specific individuals should be assigned the responsibility of monitoring morale building programs. These people should report to the company at regular intervals on the status of the programs.

MODULE - F

MOTIVATION

MOTIVATION

The Meaning of Motivation

In order to use motivation of individuals to accomplish the objectives of the work unit, the first line supervisor must have a clear picture of the meaning and theory of motivation.

Motivation is the act of stimulating a person to take a desired course of action. In more practical terms it is the idea that workers can be influenced -

1. To do jobs they might not otherwise do.
2. To do more work than they usually do.
3. To work with less direct supervision.
4. To do their work more cheerfully and with greater economy.

Motivation is more than technical stimulus. It is understanding what gives your workers a feeling of recognition and importance. Workers who sense in their supervisor the ability to help them satisfy their needs will follow him willingly and enthusiastically.

Principles of Motivation

There are a multitude of social scientists who have developed theories on human effectiveness and motivation. Almost all of these theories are based upon these five principles of human behavior:

1. Behavior depends on both the person and his environment.
2. Each individual behaves in ways which make sense to him.
3. An individual's perception of a situation influences his behavior in that situation.

4. An individual's view of himself influences what he does.
5. An individual's behavior is influenced by his needs, which vary from person to person and from time to time.

Theories of Motivation

Essentially, motivation is a process of action and reaction. Actions may range from a threatening gesture to generous profit sharing plans. Reactions may range from strikes and lock-outs to the increase of production and morale. No theory can tell you what actions are appropriate at a given time or why one action will stimulate one individual and not another. What motivation theory does do is provide us with a basic framework for deciding what kinds of actions are most likely to produce better, more satisfied, workers.

Three of the most influential social scientists in motivation theory are Abraham Maslow, Douglas McGregor and Frederick Herzberg.

Abraham Maslow

Maslow's concept is that man has a hierarchy of needs and that the desire to satisfy these needs is what motivates man to work and to behave as he does at work. These needs are fulfilled in the following order:

1. Physiological needs.

These are the needs man seeks to satisfy first. They are the needs of food, clothing, shelter, etc. Since in today's society one person cannot provide all these things for himself, he exchanges labor for money in order to purchase and satisfy these basic needs. Therefore, money is a very important motivator in supplying physiological needs.

2. Security needs.

After man has satisfied his basic physiological needs, he strives to satisfy his need for safety to protect what he has already achieved. Man seeks therefore, protection from harm and protection against loss of employment.

3. Social needs.

Once man has achieved his basic physiological needs and the means to ensure their protection and maintenance, he then seeks to fulfill his need to be liked and accepted by others.

Some people never seem to rise out of this need to be accepted, or to belong to the group. This is why the informal work group exerts so much control over the individuals who are a part of it.

4. Self-actualization.

The highest need that man seeks to fulfill is that of self-worth. This is when people strive to prove to themselves that they are the best they can be. A person who is seeking to fulfill his need for self-actualization is motivated from within themselves. Their ambitions no longer depend upon money or what money can buy and they care little what other people think of them. They are concerned with how well they exercise their talents. They want to do something well and enjoy doing it. It is the satisfaction of doing something in which every talent a person has is used, one in which every lesson one has learned is put to use and one in which every value one cares about is furthered.

Douglas Mc Gregor

McGregor is famous for his X and Y Theories of management. Briefly stated, Theory X is the traditional view held by many industries. According to McGregor those people who manage or supervise their human resources according to Theory X believe that:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition. He wants security above all other needs.

Theory X does work when man is seeking to satisfy his physiological and security needs because the employer has the means to coerce the worker through payment of money and the threat of unemployment. It does not work when man seeks to fulfill his higher social needs of his need of self-respect.

Because this traditional view of management did not seem to motivate people, McGregor proposed a new theory which sought to integrate the goals of the individual and the organization. He called this Theory Y.

Theory Y assumes that:

1. The expenditure of physical and mental effort is as natural as play or rest.

Depending upon controllable conditions man will find work to be a source of satisfaction or punishment. But man does not inherently dislike work.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives.

Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

The most significant of such regards, self-satisfaction and self-actualization needs, can be direct products of effort directed toward organizational objectives.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

Avoidance of responsibility, lack of ambition, and emphasis upon security, are generally consequences of experience, not inherent characteristics.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

The central principle that underlines Theory Y is the integration of individual goals and company goals. It is the creation of conditions within the work environment so that the needs of the workers can be achieved by accomplishing the goals of the company.

McGregor feels that most companies do not use their human resources efficiently or wisely. He feels, as does Maslow, that people will strive to achieve their personal needs through work, and if the work environment proves to be frustrating in the achievement of these needs people will openly or covertly seek to do only the minimum. If, on the other hand, the company is employee centered and takes a genuine interest in the maximum development of its employees, and communicates this successfully, morale, as well as production, will rise dramatically. He feels that individuals can fulfill their needs through accomplishing the goals of a company.

Frederick Herzberg

Frederick Herzberg's theory deals with the kind of things that people find satisfying and dissatisfying about work. He calls his work the Motivation-Hygiene Theory. He found that there are certain factors which if neglected and/or implemented in an unfair manner, caused people to dislike their jobs and become unproductive. These factors he called hygiene factors, because if they are equally administered they help to prevent job dissatisfaction. The other factors he identified are called motivational factors because if they are present they motivate people to do a better job and work harder.

Herzberg found that the factors that people associate with job dissatisfaction are:

1. Company policy and administration.
2. Working conditions.
3. Interpersonal relations.
4. Supervision.
5. Pay.

These factors, if unfairly implemented, cause low morale. He found that people become dissatisfied if company policy and pay is unfairly administered, or if their supervisor wasn't competent. People also become dissatisfied with their jobs if they have poor relationships with their co-workers. These factors if maintained in an equitable manner set the scene for the factors of motivation.

The factors Herzberg's describes as motivational factors are:

1. Achievement
2. Recognition
3. Responsibility
4. Advancement
5. Interesting work
6. Pay

Herzberg believes if these factors are present in a person's work environment then the person will be motivated to do a better job providing, that the hygiene factors are fairly implemented.

It is interesting to note that pay appears on both lists. Herzberg found that pay was three times more important as a dissatisfaction than it was as a motivator. People tend to see pay as recognition for achievement and evidence of advancement. The assumption is that if salaries are fairly and equitably distributed, an increase in pay can become a motivator. If salaries are not fairly administered, pay becomes a strong source of job dissatisfaction.

Herzberg believes that job dissatisfaction comes primarily from conditions that surround the job, while the motivation factors exist in doing the job itself.

The theories of Maslow, McGregor and Herzberg are interrelated. Their theories are all based upon the needs of individuals which is the main emphasis of Maslow's work. McGregor's Theory Y describes the style which supervisors use to help people achieve their needs. Herzberg's work not only deals with supervisory style but provides the framework for a management system. He believes that if the hygiene factors are maintained to promote good overall health in the work situation, then the motivation factors will be able to do their job.

Factors of Motivation

Many people believe that the success or failure of motivating people depends upon the following four factors:

1. The person doing the motivating.

The magnetic personality of the supervisor, induces loyalty, and produces high production, or at least it is supposed to. The supervisor must fulfill the role of a teacher of problem solving and a facilitator of human development. He can better motivate workers by relying less on authority and more on human relations.

2. The people being motivated.

In order to motivate a person there must be a potential for motivation. In order to learn if such potential exists, the supervisor must know the people he is dealing with. Knowledge of the individual should include the following information:

A. Personal background
B. Education
C. Age
D. Marital status
E. Health
F. Political affiliations
G. Religious beliefs
H. Union affiliations
I. Company experiences

3. Devices of motivation.

This concerns the actions that a supervisor can take to stimulate the individual. They may be financial, non-financial, abstract or concrete actions. They may also be aimed at an individual or group, they may be personal or non-personal. The devices used may be designed for single or multi-purpose circumstances. There are, in fact, a wide range of actions that can be taken and are available to supervisors.

4. The circumstances and environment.

These are important because things that might work in one company under a particular set of circumstances may not work in others. Motivating plans may have to be adjusted for race, creed, color, sex or a particular area of the community.

Financial Motivators

Employees may not be inspired by money alone, but it is important as a motivator. The pay a person receives is not only concrete recognition of a person's work, it involves the satisfaction of a person's basic needs, as well as their status.

Financial motivation beyond the level of satisfying a person's basic needs generally involves some form of wage incentive plan. These may include piece-work, bonus plans, commissions, or profit sharing. All of these devices seek to establish a relationship between pay and effort.

If money is to be used effectively as a motivator, several other factors must be considered. The factors used to set up a compensation package include:

1. Time spent doing the work.
2. The effort involved in doing the work.

3. The output produced.
4. The dependability of the worker.
5. The loyalty of the worker.
6. The willingness of the employee to assume responsibility.
7. The scarcity of labor.
8. The value of the job position.
9. The bargaining strength of the company, the employee, and/or the union.

If money is to be used as a motivator the compensation package should not become part of the regular pay. If it becomes part of the regular pay it becomes routine and ceases to be an added incentive. The whole compensation package must be administered with a minimum of dissatisfaction to the individual, the union, and the company. Money, according to Herzberg, is three times more powerful as a source of job dissatisfaction than it is a motivator.

Rules for Motivating

There are no simple rules or checklists that will apply in all situations, but the following should help you to set up your motivational plans.

1. In order to motivate an individual an appeal to his self interest is needed.

Motivation is largely built upon selfishness. Self-interest is a fundamental part of life and to deny it is unrealistic.

2. Motivational goals must be attainable.

Unless a worker can reach the reward, the person will soon become frustrated in attempting to reach a goal that cannot be reached and the motivator becomes instead, a source of job dissatisfaction.

3. In using financial and non-financial motivators, it is important that they be administered fairly and be evenly distributed.

Good motivation depends upon the proper spread of the rewards. Included also is the recognition that motivational plans should be updated and changed from time to time so that their appeal does not grow old.

4. Individual and group action should be considered.

People used to think that the motivation of the individual was all that mattered because of the self-interest of the individual. But we have since learned that various groups have terrific impact on the individual. What we do as individuals is influenced to a large degree by what others think of our actions.

Implementing Your Motivational Plan

The following steps can be followed in setting up any motivational plan.

1. Size up the situation.

The first stage of motivation is to determine motivational needs. You need to know which employees or groups of employees need to be positively motivated. The differences in individuals or groups must be considered in the motivational plan. These differences show up in the needs and desires of the workers. Unless you can determine the differing needs of the individuals their motivation will be difficult.

2. Selecting motivational devices.

Which specific form of motivation will be used in a given case? Where will the motivation be applied? In other words, what works with what people. These decisions must be made if your plan is going to be effective. For example, if a supervisor decides to use a compliment as a motivational device he must decide how it is to be used. Some people prefer public acknowledgement while others prefer to be acknowledged in private. You must also calculate the effect on the group as well as the individual. Anytime a motivational device is used, the method, timing, and location of its application must be considered.

3. Follow up on your plan.

The final stage of motivation is the follow-up. The primary purpose is to determine if the worker has been motivated. This follow-up has two advantages: (1) the follow-up serves to increase the effectiveness of future motivational devices, and (2) if the worker knows in advance that his actions are to be checked he is more careful to begin with.

Ways to Motivate Workers

There are a variety of motivational devices available to the supervisor. The most important of these devices may be your own perceptions of your job and the people under you. Generally speaking, your workers will achieve more, and have greater harmony if you will:

1. Communicate work standards and are consistent. This minimizes mistakes and motivates through known goals.
2. Be aware of your own prejudices and biases. Reactions made on an emotional basis often color what should be objective judgments.
3. Let people know where they stand.

This must be done regularly. To withhold this critical information does the ultimate disservice to your company or business through the demotivating of your workers. It is also a disservice to the employee who has a need and right to know how he is doing.

4. Give praise when it is appropriate.

Properly handled, this is one of the most powerful motivators. This is especially true in difficult performance areas or in a situation which is loaded with tension or anxiety.

5. Keep your workers informed of changes that may affect them.

This doesn't mean telling company secrets, but you evidence your concern for them by informing them of matters in which they are likely to have a direct interest.

6. Care about your workers. You should not only be aware of their needs but communicate this awareness and be genuinely concerned.

7. Perceive people as ends, not means.

Don't use your workers for your own selfish reasons.

8. Go out of your way to help your workers.

A little extra effort, some personal inconvenience, goes a long way in confirming the feeling that what they are doing is important to you and, that they are too. Be sure the help you are giving is what is actually needed. Remember that in correcting an error, improving a deficiency, or strengthening a weakness, you must first know the individual.

9. Take responsibility for your workers.

A part of caring is the willingness to assume some responsibility for what happens to your workers. Be involved with their failures as well as their successes. A part of you, as their supervisor, fails or succeeds with them.

10. Build independence.

A supervisor who cares, seeks to loosen and gradually drop the reins of direct supervision. Encourage independent thinking, initiative and resourcefulness.

11. Exhibit personal diligence.

The most highly motivated leaders have the most highly motivated followers. Your example can be one of the best motivators.

12. Be tactful with your workers.

Consideration, courtesy, a sense of fairness, appreciation, and a sensitivity to the views of others, all are important in dealing with people.

13. Be willing to learn from others.

Give new ideas a friendly reception even when you know they can't work. This will encourage more creative thinking, and future ideas that may work.

14. Demonstrate confidence.

Review any doubts you may have about your department, workers, or company alone, in private. Demonstration of your confidence will build confidence in your workers. You should show by your behavior and speech that you are confident that the work can be done, confident of your own responsibility, and confident about their ability to handle the job.

15. Allow freedom of expression.

Assuming that your workers are reasonably competent, relax your vigil and allow them freedom to do things their way occasionally. Be more concerned with the ultimate results than with methods of accomplishing them. This makes assignments much more interesting and challenging for the workers.

16. Delegate, delegate, delegate.

If your work unit is competent and ambitious, delegate them as much of your burden as you can. Recognize that a certain amount of pressure is stimulating and that most of us are not challenged to perform anywhere near our capacity. Then, as much as possible, let them ride with their own decisions, learn from their mistakes and rejoice in their own successes.

17. Encourage ingenuity.

The lowest paid clerk may be ingenious. Challenge creativity by urging workers to beat your system of doing things. The challenge to improve on the boss's system often bring surprising results.

All individuals are unique human beings. Many factors explain the uniqueness of each human personality. Among the infinite number of influences which become part of a human being are the working environment and supervisor's approach to supervision.

Although it is important to be aware of individual differences in people, a supervisor has a better chance of managing them effectively if he is aware of the need factors which tend to make human beings alike. Behavior stems from a hierarchy of human needs. Research indicates that supervisors can attain more positive worker motivation if less reliance upon authority is used and more reliance on human relations, in connection with the higher level needs of workers, is demonstrated. Recent studies indicate that such factors as money, company policies, working conditions must be adequate, but these factors are only the starting point in building positive motivation. The real key to motivation appears to lie in the personal factors related directly to the individual. These factors are the individual's need for achievement, advancement, challenging work, promotion, growth, and recognition.

The supervisor must constantly study his people, determine the need levels at which they are operating and then take the steps needed to build positive motivation. This is of course, much easier said than done. The development of responsibility and commitment in the work force is a long range strategy involving the risk of short run setbacks.

MODULE - G

GRIEVANCES AND DISCIPLINARY ACTION

GRIEVANCES AND DISCIPLINARY ACTION

Nature and Scope of Grievances

A grievance is a formally presented complaint resulting from a worker's dissatisfaction with his environment or interpersonal relations.

Grievances spring from many different sources. Most grievances result from problems in human relations or different interpretations of the labor contract. Some are imagined, and unjustified while, others result from some complaint which has been unexpressed and allowed to reach the boiling point. Some grievances do not affect production and others are so deep seated that the first line supervisor cannot deal with them. Grievances may also be caused by:

1. Arbitrary use of authority
2. Inadequate supervision
3. Lack of job security
4. Inequitable pay
5. Undesirable physical conditions
6. Poor planning
7. Violations of the labor contract

Regardless, of the source of a grievance, consideration should be given to identifying:

A. Factors having a serious affect on production.
B. Pressures exerted by the company.
C. Resources available to deal with the different types of grievances.

Steps in Handling of Grievances

No matter how grievances are defined, there are a number of steps that the supervisor must take in handling them. How the steps will, however, be the same.

1. Prepare a statement of grievance.

A correct statement of grievance is important since in many cases the worker is not fully aware of the real reason for his dissatisfaction. If the real reason is not isolated, the wrong one will be handled and the real reason will rise again.

2. Gather all the facts.

Fact gathering is essential to get a good picture of a grievance. In essence, this involves finding out the what, where, when, how often, and why of the complaint. You should be able to answer the following questions:

A. What specific items are complained about?
B. When did the dissatisfaction occur?
C. Who is involved?
D. How often do the complaints recur?
E. Why do the complaints occur?

3. Establish possible courses of action.

While working on the above steps, the supervisor should be forming possible courses of action. You should be listing the ways the grievances might be settled. The possible courses of action may be determined in a variety of ways.

A. Solutions may be suggested while clarifying the grievance.
B. Past experience may suggest solutions.

C. Other supervisors may provide leads.

4. Apply the course of action.

This is the decisive step in determining what will be done with the grievance. Applying the solution is not as easy as it sounds. The employer does not want to hurt the employee's feelings and many times the company does not like to admit it was wrong. Keep in mind that-

A. Employees detest procrastination in the handling of a grievance as much, if not more, than a decision that goes against them.

B. A complete study of a grievance will reduce the tendency to delay in taking action.

A supervisor who has examined a grievance carefully will be much more certain of the action to be taken.

5. Provide for follow up.

The significant test of grievance handling is how well the decisions taken have reduced the complaints and dissatisfactions. This can be done in two ways.

A. By waiting to see if there are any more grievances along the same line.

B. By following up to see if your decisions were effective.

The follow up places an additional burden on the supervisor but future grievances may be stopped because the workers are convinced that you are sincerely interested in their problems.

Nature and Scope of Disciplinary Action

Disciplinary action refers to the measures taken which will cause workers to conform to the desired work standards in the future.

The definition is aimed at the prevention of future misdeeds and action to insure desired performance. A supervisor attempts to instill the desired attitudes in his workers through devices of motivation if possible, but uses dsiciplinary action if necessary.

Steps in Taking Disciplinary Action

Any time a supervisor has to take disciplinary action he should do so in the most objective, impartial manner possible. You should keep in mind the following steps, document everything and act accordingly.

1. Prepare a statement of the problem.

You should take into consideration the following items in your statement:

A. Write up a precise statement of the alleged violation, misdeed, or short coming.
B. Determine the circumstances surrounding the violation.
C. Identify everyone involved in the violation.
D. Know how many times the violation has occurred.

2. Gather all the facts.

The supervisor must take the time and put forth the effort to separate fact from opinion. You must collect information on the what, who, where, when, and why of each disciplinary case.

3. Establish penalties.

In many cases the penalties for various violations will be spelled out in the labor contract or in the company policy. In some cases the penalties for violations will be left to the supervisor. The primary thing for the supervisor to remember here is to be consistent. Workers expect penalties for the violations of rules but they expect that all people will be treated the same. Do not use one penalty for one person and a lesser or more severe penalty for another worker. To do so is to invite a great deal of trouble.

4. In applying disciplinary action be
decisive and courteous.

Delays should not be permitted. The penalty should be as close to the violation as possible so that it is associated in the mind of the worker with the violation. If the penalty is delayed, the worker may feel that it has been overlooked or forgotten. The use of the sandwich technique tends to take the sting out of a penalty while impressing the worker with what he did wrong.

In applying the disciplinary action you should:

A. Tell the person what the problem or violation is and compare it to work that the person has done well.

B. Impose the penalty for the violation.

C. Inform the worker that you know he can do better because of his past record.

Rules for Taking Disciplinary Action

The handling of grievances and using disciplinary action involves facts of communications, morale, motivation, human realtions and training techniques. If you are to be a successful supervisor, it will be to your benefit to develop your skills in all these areas. Some guidelines which you may want to consider are these:

1. Read your labor contract and understand it.

2. Establish a good working relationship with union leaders.
3. Develop skill in disciplining and understand the need for conformity within company policies and procedures.
4. Exhibit self confidence in your decisions.
5. Learn how to listen.
6. Be available to your workers.
7. Settle grievances at the lowest level possible.
8. Control your anger.
9. Consider the consequences of your actions.
10. Give clear answers to grievances.
11. Conduct follow up on your decisions.
12. Keep complete, accurate, records.
13. Be consistent in imposing penalties.

MODULE - H

COMMUNICATION

COMMUNICATION

Purpose of Communication

In its broadest sense, the purpose of communication in business is to effect change or to influence action. This means that in any organization where cooperative effort is required communication is necessary.

Communication Defined

Communication is the transfer of information or ideas from one person to another. In order to communicate we must have a sender, symbols (generally words), a receiver and understanding on the part of the receiver. In order to be sure we have the understanding of the receiver we need some sort of feedback. It is not necessary that the receiver agree with the message but it must be understood in order to be a communication.

Barriers to Communication

There are many roadblocks that hinder the flow of ideas. Some of these barriers are:

1. POORLY EXPRESSED MESSAGES.

This results from poorly chosen words, careless omission of important facts, awkward sentence structure or failure to clarify exceptions. This lack of clarity and precision leads to costly errors, costly corrections, and need for otherwise unnecessary clarification.

2. FAULTY TRANSLATIONS.

In order for a communication to be understood, it must be framed in the language that the person receiving it understands. It is not enough to pass on a communication word for word. It must be put into words that are appropriate to the setting in which the receiver operates. If this is not done, the communication must be accompanied by an interpretation which will be understood by the receiver.

3. LOSS BY TRANSMISSION & POOR RETENTION.

Successive transmission of the same message is decreasingly accurate. In spoken communication something on the order of 30% of the message is lost in each transmission. Even written transmissions accompanied by interpretations are subject to loss of meaning of transmission.

4. THE BARRIER OF INATTENTION.

The failure to read bulletins, notices and reports is common. Also, not listening seems to be a chronic human failing. Therefore, the first step in any communication is to get the receiver's attention.

5. UNCLARIFIED ASSUMPTIONS.

We often assume that the person receiving our message knows more than he really does. This is often overlooked in communication. There are assumptions that underlie all messages. If the persons receiving the message do not know what we assume they know, it is very difficult to communicate.

6. DISTRUST OF THE SENDER.

Some supervisors are famous in their company for the number of times they change their minds. If this happens frequently, the first message is usually disregarded because the workers feel that another message will be along shortly.

7. PREMATURE EVALUATION.

Frequently we do not bother to read or listen to a message because we have decided in advance that the communicator has nothing to say.

8. FAILURE TO COMMUNICATE.

Many supervisors fail to transmit needed messages. There are many reasons for this, protection of one's prestige, procrastination, or the assumption that everybody knows. Sometimes people will withhold important information to deliberately embarrass another person. Since everything cannot be communicated it is necessary to select. This leaves the door open to select nothing, of which all supervisors are sometimes guilty of doing.

Techniques of Written Communication

Anywhere from 60% to 100% of a supervisor's time is spent in sending or receiving messages. The sheer mass of communication in the ordinary company makes it necessary that supervisors use the best techniques. There are basically three techniques of written reporting in industry.

1. The narrative.

This form of presentation is usually best for presenting complicated or unusual data. It consists of stating what the problem or subject is about, why it is important, what conclusions have been drawn, and what you plan to do about it, and why.

2. The statistical report.

This reporting technique is good for the comparison of figures, especially when they are reduced to some common denominator such as percentages.

3. The use of graphs.

Graphs are very effective in presenting trends which cover a long period of time.

The key point to remember in communication is that you communicate to effect change or influence others to action.

Channels of Communication

Behavioral scientists who have studied communication have come up with a multitude of diagrams showing the various kinds of networks and relationships that exist between senders and receivers in business.

These networks are usually based upon the formal organization of the company and can be very involved. They are basically flow charts which show that formal communications can flow from the top down, bottom up, sideways or in all directions. The best formal communication network a supervisor can have is one where everybody has access to an open channel to everyone else. Open channels of communication does not mean that as a supervisor you can delegate the obligations of your position but, it does allow you to receive more information so that you can more effectively carry out your functions.

There are two basic safeguards that you as a supervisor must employ in any communication network.

1. You should refrain from making policy commitments that are beyond your authority.
2. You should keep your superiors informed of all interdepartmental activities.

Informal Network

Within every formal organization there exists the informal organization. It has its own communication network generally called the "grapevine." The informal organization is so important that we will cover it in a separate module. The wise supervisor will learn how to live with it and how to make good constructive use of it.

Written vs Oral Communication

The two methods of using language to communicate are writing and speaking.

Written messages have three main advantages in industrial communication. The first is that they can be retained as legal records and reference sources. As a general rule written communication is more understandable than oral because it is usually more carefully formulated. Thirdly, they can save time and money depending upon the circumstances.

The disadvantages of written communication are that poorly wirtten messages, followed by numerous written and oral clarifications make the ultimate message confusing as well as expensive. Written messages become expensive not only from the cost of producing the message but because people tend to keep voluminous written documentation as a means of defense and attack.

The chief advantage of oral communication is its potential for speedy and complete interchange. If the building catches on fire, you don't have time to write a memo informing everybody to get out.

Even in non-emergency situations questions can be asked and answered at once. The speaker is forced into direct contact with the listener and challenged to make himself understood. Unfortunately, many listeners fail to ask the right questions and are left with inadequate or garbled information that can result in a costly error. Being a good listener involves more than just hearing.

The main disadvantage of oral communication is that it doesn't always save time. This is especially true of committees and conferences.

Implied Communication

Implied communication is often unnoticed as a method of conveying thoughts and ideas. Workers watch for signs indicating what you think is important and signs that affect their self image.

All of us communicate through what is termed "body language". We can display almost every emotional state by just using body language. The simple nodding of your head can show approval or disapproval. We communicate by using all of our senses not just hearing and sight but also by touching, smelling, and even taste. We also communicate by choosing the specific physical location to send or receive a message. By choosing to criticize a worker in front of the rest of the crew you add embarrassment to the punishment but by praising a worker's performance in front of others you add prestige to recognition.

MODULE - I

TRAINING EMPLOYEES

TRAINING EMPLOYEES

What is training?

Training is the process that ensures that faulty practices are minimized and are not perpetuated or do not become the accepted way of performing work.

All training programs seek to impart knowledge, attitude and skill to the employee. These three areas are defined as follows:

1. Knowledge

This is simply understanding or knowing what to do and how to do it.

2. Attitude

This is the emotional response of a person toward a particular task.

3. Skill

This is the ability to coordinate the eyes, mind, and body into one complex performance so that the employee is able to do a task easily and proficiently.

It is essential that all three of the above areas be developed in every training session if the training is to be profitable in terms of the investment of time, money and effort.

Methods and Techniques

There are many different methods and techniques available for training. The choice depends upon the program objectives, the preference of the instructor and the material to be covered. Among the more common means are:

1. Demonstrations
2. Lectures
3. Conferences

4. Interviews
5. Apprenticeships
6. Job rotation
7. Committees
8. Programmed instruction
9. Courses through schools

The best procedure to be followed in helping employees acquire job skills has been given much study. Current thinking is that the demonstration method is by far the most effective procedure in industrial training. It is the simplest and most natural of all instruction methods and is best adapted to instructing manual skills. This is especially true where physical movement and the handling of things are to be learned.

The Demonstration Method of Training

There are two types of demonstration - the formal and the informal. In using the formal demonstration method the instructor has a clearly defined learning objective in mind with a written plan of what is to be done and when. The informal demonstration approach is often called coaching. This approach is used when the supervisor stops by a man who is working and offers a suggestion or demonstrates a better way of doing the job.

Both approaches to the demonstration method are effective in various situations. Under many circumstances a formal approach is not necessary but, when it comes to orienting a new employee, or an old employee to a new job, the formal demonstration is far superior.

The formal method requires more planning and preparation on the part of the instructor but it results in a better prepared employee. The informal method is more of a corrective device for employees who have been on the job for awhile.

The cost of the formal approach is less in terms of time and money because it gets workers to a higher stage of production more quickly and minimizes the amount of material wasted.

The formal demonstration method breaks down difficult work into a series of relatively simple operations. It shows how to perform each operation and then ties each operation into a smoothe approach which shows quickly and exactly what is needed to do the work properly.

Special attention should be given to the following key steps in the demonstration method.

Getting Ready To Instruct

This first step is very important because it will set up your training process. You should prepare yourself by:

A. Developing a timetable for training.

This timetable will include how much skill you expect the employee to have and by what date.

B. Break down the job.

List every important phase of the work to be performed and stress the key points of each operation. Don't forget that safety should be stressed in every operation.

C. Have everything ready.

Be prepared, make sure you have the right equipment, materials and supplies.

D. Have the workplace properly arranged.

Set up the work area exactly as the employee will be expected to keep it.

How To Instruct

The process of job skill instruction has been developed and refined through the years so that its principles are universally accepted. The demonstration method has been broken down into four steps - preparation, presentation, test, and follow-up. These parts are explained more fully below.

1. PREPARING THE EMPLOYEE

You should put the employee at ease. Most new workers are tense and nervous as they come to a new job and must be made to feel at ease before they are ready to receive instruction. This can be done by adapting an easy, friendly attitude. This can be accomplished by a short conversation in which you can find out about the employee's likes and dislikes, his ambitions and by pointing out the advantages of learning the job. The best way to begin this step is with a smile and a greeting stating that you are glad to have the employee with you.

The next thing you will want to do is to state exactly what job the employee is going to learn. You should state this in clear, concise terms like, "The job we are going to learn is..." It is important to you and the employee that he knows exactly and clearly where he fits in and what he will be doing. Point out to him what part his job will play in the whole production process of the company.

You will also want to find out what the employee already knows about the job. Ask specific questions about the exact operation on which the worker will receive instructions. If he claims to know the job ask questions which will test his knowledge about how to go about it. His method may be different than yours.

The next item in preparing the employee is to get him interested in learning the job. Every job has points which can be interesting. Don't sell any job short by downgrading it. Every job is important as it relates to the whole of company production and every worker needs to feel good about what he is doing. Sometimes nothing will need to be said because the employee will have a positive attitude as he begins to think in personal terms of the job being "his" job.

The last thing you will need to do before you go to the next step is to correctly position the employee so that he can see the whole operation clearly. He should be facing the work and his angle of view should be the same as yours. Position him in such a way that details are clearly seen. Be sure to watch that your hands do not hide the operation and that he can hear you clearly.

2. PRESENTING THE OPERATION

In this step you will describe the operation just as the employee will be expected to do it. If the operation is complicated you will have to separate it into small units and demonstrate each one at a time. The technique you use to do the operation should be the best way known to you. You should demonstrate only one way of doing the job in order to avoid confusion. The following method should be used in the demonstration:

A. Tell, show and illustrate.

Using tell and show is not enough to be sure of success. The best method is to combine telling, showing and illustrating at the same time.

B. Instruct slowly, clearly, completely, and go over one point at a time.

By being clear, concise and patient you will promote an orderly sequence of instruction.

C. Stress key points.

Don't just mention key points but stress them. Call attention to every point that is crucial to the operation. There may be only 5 or 10 percent of an operation that is hard to learn or tricky to handle but this portion of the operation must be definitely made clear to the worker.

D. Limit the amount of information given to what the employee can master.

It is the instructor's responsibility to see that the instructing unit is properly selected. People differ in their capacity to absorb information. You can, by closely observing the employee's reactions and asking the right questions, tell when you are going too fast. Avoid asking questions such as, "Do you understand?, or got that?", etc. It is human nature to answer yes in order to avoid appearing slow or stupid or to please the instructor. As an instructor you are not doing a good job unless the employee truly understands.

E. Summarize the whole operation in a second run-through.

This element should never be omitted. The exact sequence of steps and key points is repeated in this run-through to begin the formation of good habit patterns. This will greatly reduce the time needed for the employee to learn the job.

3. HAVE THE EMPLOYEE TRY OUT THE OPERATION.

This is the test of your instructional plan. The employee is asked to explain and perform the operation and the instructor makes sure the worker really understands. The habit patterns which were started in the run-throughs of Step 2 are reinforced by the instructor's insistence that the worker do the job exactly as it has been explained. In implementing this step follow the sequence below.

A. Have the employee talk through the operation.

In this run-through the worker is encouraged to feel his way through the operation. If he stumbles, the instructor stops him and says something like "This is my fault, I went through this part too fast. Let me go over it again." Having the knowledge that he will not be chewed out if he makes an error the worker will have more confidence and will not hesitate to ask for help. It is much better to prevent errors that might be made now than to correct them later.

B. Have the worker actually perform the operation and explain all the key points as he goes along.

While the worker is doing the job, the instructor is standing beside him, ready with a friendly word or a hint to get the worker back on target if he should start to go astray.

C. Have the employee repeat the operation until you know he knows the job.

The try-out of the worker's performance lasts until he is ready to be put on his own. There is no hard and fast rule about the number of times a run-through is necessary. The important thing to remember is to make sure each element of your instructional plan has been covered and is thoroughly understood by the worker.

4. FOLLOW-UP

This procedure is similar to the solo flight of a pilot. The tapering off process of the direct supervision you have been giving is not only natural but desirable. The following elements are very important to the employee's success and to yours.

A. Put the worker on his own when possible.

This allows a breathing spell during which the employee can get a feel of the job and look at his surroundings. Even if the instructor has no reason for going away he should do so. He should stay away long enough for the worker to complete at least two or three cycles of the whole operation and then check back to see how the worker is doing. When you check back with the worker check his work carefully, offer encouragement, correct any errors, and answer any questions that may arise.

B. Taper off direct supervision.

Return to the employee at longer and longer intervals. The number of times you will have to check on the worker's progress will depend upon his ability to do the job.

C. Tell the employee where he can get help.

When you do leave the worker on his own, tell him where he can find you if he has a question or problem. Watch out for the good intentions of other employees who might suggest shortcuts or alternate methods before the worker has established his own skills and work habits.

The Purpose of Evaluation

In order to decide whether or not your training program is successful the supervisor should carefully evaluate the objectives of his instructional plan with the actual results of the training. Evaluation methods should be designed in order to find out the following:

1. If the worker is developing the skills required to do the job.
2. If the worker can remember and use the information given to him.

3. If the worker follows directions.
4. If the worker can adapt and adjust to changing job situations.

The use of evaluation can also tell the instructor whether or not the -

A. sequence of training is effective.
B. the instructional techniques and aids used were effective.
C. instructional plan is appropriate for the job and the worker.

You should also evaluate your own performance based upon the results of testing the worker and the instructional plan. As the instructor you may need to:

1. Modify or adjust your instructing procedures.
2. Modify or adjust your personal behavior.
3. Seek outside assistance or turn the training over to someone else.

The Art of Questioning

If you are to become a successful supervisor/trainer, you must master the art of questioning. The art of questioning is one of the most useful devices in effective evaluation. Proper questioning will help you to:

1. Motivate the worker.
2. Find out what the worker already knows about the job.
3. Encourage active participation by the worker.
4. Check the effectiveness of instruction.
5. Clarify points not understood.

6. Add emphasis to key points.
7. Keep the interest of and attention of the worker.
8. Review material originally presented in a different way for added variety.

Questions should be worded so that the worker cannot answer unless he really knows and understands. All questions should require thought. This rules out most questions that can be answered yes or no. Some guidelines for phrasing questions are:

1. Questions should present a problem to be solved or require an explanation to be given.
2. Questions should be clear and concise. If the worker does not understand the question asked he cannot answer it. Rephrase the question immediately if it is not understood.
3. Questions should be limited to one main thought. Avoid asking several questions in one breath or linking questions together with "and".
4. Questions must have a specific purpose that is directly related to the subject being discussed.

The training of employees deals not only with the method and techniques of instruction, but is combined with human relations, motivation and communications.

A continuous line of new machines, new materials, and new processes necessitates new training needs. Furthermore, with the passage of time, employee's needs, beliefs and interests undergo significant change. The rate of change may be imperceptible, but it is steady, and in time an employee or supervisor may find his knowledge and skills outdated and obsolete unless they are continually updated through training.

MODULE - J

MANAGING YOUR TIME

MANAGING YOUR TIME

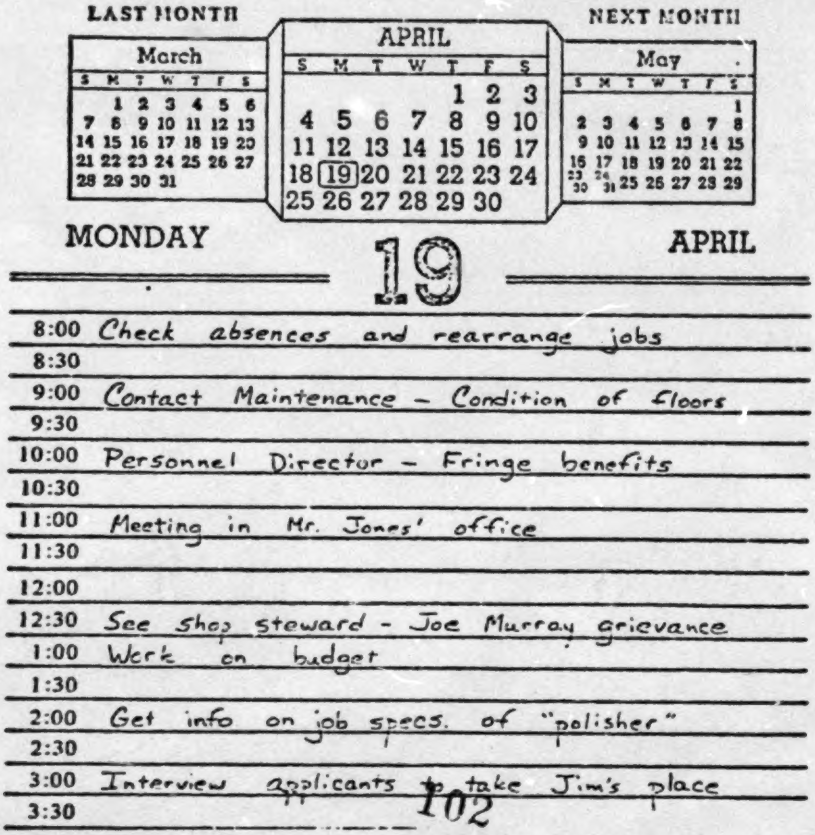
Becoming Aware of How You Spend Your Time

Very few resources are as valuable as time. Yet, it is one element of our lives that tends to be squandered most needlessly. The effective use of time requires deliberate planning. Before we can answer the question of "How can I more effectively use my time?" we must be aware of how we are currently spending it.

There are many ways in which you can determine how you are using your time. Two methods commonly used are:

1. The daily log.

This method in keeping track of how you spend your time is the simple process of maintaining a daily log of your activities. The figure below is an example of how a supervisor's log might look.



LAST MONTH

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NEXT MONTH

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

MONDAY 19 APRIL

8:00	Check absences and rearrange jobs
8:30	
9:00	Contact Maintenance – Condition of floors
9:30	
10:00	Personnel Director – Fringe benefits
10:30	
11:00	Meeting in Mr. Jones' office
11:30	
12:00	
12:30	See shop steward – Joe Murray grievance
1:00	Work on budget
1:30	
2:00	Get info on job specs. of "polisher"
2:30	
3:00	Interview applicants to take Jim's place
3:30	

In keeping a daily log the supervisor simply writes down the time spent in various activities. You should also note who you were working with and what was accomplished. All you need is an ordinary desk calendar, some self-discipline, and a pencil.

Once you have kept a daily log you can then critically analyze what was accomplished and whether or not there would have been anything else that could have been done to make better use of your time.

2. Guesstimating time.

Another method for determining how time is spent and what can be done about it is the guessimate. Guessing about the utilization of personal time is not as accurate as keeping a daily log. However, it can be useful if you cannot force yourself to accurately record your activities. Keeping a log requires accurate starting and ending times of various activities. The guesstimating method does not.

The guesstimating method works best when the individual is spending large blocks of time on specific activities which are easily remembered and/or if all that is required is a general idea of how you are spending your time.

The big problem with this method is that we frequently forget the little things that we actually do and lump them all together. The guesstimate is an approximation of how we spend our time. The result is always inaccurate to some degree and therefore the preferred method is the daily log.

The Pressures of Time

Time once lost can never be regained and the pressures of time seldom permit the supervisor to do all the things he would like to do. In addition, there are always unexpected demands asked of the supervisor. Things such as rush orders, demands made by the boss, breakdowns, and injuries always seem to occur when there is no time to spare.

If you are aware of the many different kinds of personal and organization pressures that demand your time you are in a position to do something about them.

Several studies have shown the following to be sources of drains upon the supervisor's time:

1. The telephone
2. Meetings
3. Reports
4. Visitors
5. Making work assignments
6. Procrastination in making decisions
7. Handling crisis situations
8. Special requests
9. Delays
10. Improper planning

No supervisor wastes time in all these areas but most supervisors waste time in many of these areas.

One study done by Jackson and Steinmetz found that the telephone was the number one time robber. They found that many supervisors spent as much as 25% of their time on the telephone and as much as 1/3 of that time was spent waiting. Seldom do supervisors guess they spend that much time using the phone, especially waiting.

Many people do not realize that they really waste time. For this reason the supervisor's daily log can be very beneficial.

Formal Time Analysis

Once you have kept a daily log of your activities you can apply the principles of effective time utilization. In managing your time, knowing the principles is not enough. You must be willing to put them to use. The principles involved in effective time utilization do not apply to every situation but they should be useful to you in planning many of your activities. The principles are as follows:

1. Review the things that have been done to see if they can or could be done in less time.
2. Use all the short cuts available. Make sure you are not doing things you can delegate to others.
3. Tackle the tough jobs first, leave the "fun" things to last.
4. Assign all work that can be effectively and expendiently assigned.
5. Avoid getting wrapped up in other people's work. Curiosity is a time waster.
6. Be careful to give clear and concise directions.
7. Get the job started. Work that is started is more of a motivator than work that is not started. The tendency is for people to complete a task once it is started rather than leave it unfinished.
8. Be decisive, don't procrastinate making decisions or implementing decisions.
9. Establish procedures for what may happen when you are absent.
10. Be willing to take time to plan your work schedule and methods.

11. Be punctual. This not only sets a good example, but it is good self-discipline.
12. Save less important things for periods of slack time.
13. Keep meetings as short as possible and stay on the track. Don't digress from the business at hand.
14. Never end your workday without a plan of what you will do tomorrow. Not getting started in the morning can be a big time waster.

Guidelines for the Effective Use of Time

You should consider using time in the same light as using money. That is, you should operate on a time budget. In operating a time budget you should:

1. Check the amount of time you have available.
2. Check the amount of time you will receive.
3. Review what things you need to accomplish.
4. Determine their priority.
5. Decide what is the best application of your time.

In deciding the best way to spend your time you need to answer the following questions:

A. What do you want to get done?
B. In what order of importance?
C. Over what period of time?
D. What is the time available to you?
E. In order to achieve the most effective results what is the best strategy for the application of time?
F. Can the work be delegated?

If you apply these questions and principles in planning your time, you should be a more effective and efficient supervisor.